



*Alexandra Park Junior School*

# PSHE at Alexandra Park



*Alexandra Park Junior School*

# Curriculum offer

# Alexandra Park



**Disciplinary Knowledge:** is taken from the PSHE association and one decision, which is driven by disciplinary questions.

**Substantive Knowledge:** the curriculum and units are adapted to suit the needs of each year group and the teachers, along with the subject lead, research which is the best way to do this.

**Personal Knowledge:** is applied throughout where the children can reflect and make links.



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Intent

# Intent



Our personal, social and health education (PSHE) programme runs alongside our relationships, sex and health education (RSHE) programme, which promote children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed responsible citizens. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes giving them all the skills they will need to survive in the modern world.

# Intent



Our school's approach and attitude towards PSHE and RSHE is available on our school website and in printed form on request.

Under the umbrella of PSHE, we cover RSHE (Relationships, Sex and Health Education), SMSC (Social, Moral, Spiritual, Cultural), British Values, and the protected characteristic.



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Long term plans with cross  
curricular opportunities



# Progression of Knowledge and Skills

At Alexandra Park Jr school we use and adapt the PSHE association thematic model to fit the needs of our school.

## PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviours; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressures; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media





# Progression of Knowledge and Skills

To support the PSHE thematic model we use '1 decision.' site and resources



Keeping/Staying  
Safe

Keeping/Staying  
Healthy

Growing  
and Changing

Being  
Responsible

Feelings  
and Emotions

Computer  
Safety

The Working  
World

A World Without  
Judgement



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# Long term plans with cross curricular opportunities

PSHE is delivered with a whole school approach which includes:

Dedicated curriculum time / lessons guided by our school scheme and other appropriate resources

Teaching PSHE through other curriculum areas e.g. RE,

Computing

Circle Time sessions

Assembly program

PSHE themed weeks & school events

Pastoral care team

Visiting speakers (both in class and assemblies)

Access to intervention where appropriate

Enrichment

**Our Shared British Values**  
**I Really Do Matter**

What do I do if I don't think something is right or fair?  
How can I make a difference?  
Can I be friends with someone who doesn't believe the same things that I do?  
How can my voice be heard?  
What matters to me?

**Individual Liberty**

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

**Rule of Law**

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me








**Democracy**

- I know I have a voice and my opinions will be heard
- I can listen carefully to others
- I know how to discuss an issue in a calm way and can show respect for others even if I disagree
- My vote counts

**Mutual Respect and Tolerance**

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

Protected Characteristics:

 Pregnancy and Maternity	 Religion or belief	 Gender	 Age
 Disability	 Race	 Marriage and Civil Partnership	

# Parental Consultation

At Alexandra Park, we encourage parental engagement in a variety of ways. Linked to PSHE & RSHE, parents are invited into assemblies so they can share in the celebrations we have in school and expand their own knowledge so they can answer questions asked by their children at home.

We also regularly invite parents to join in workshops within school, to enable them to have a full picture of our broad, balanced and cohesive curriculum.

Parents are kept informed of the curriculum in each year group with a half termly newsletter. Our curriculum is also published on our school website. This includes the children's PSHE learning for that half term. If parents have any concerns, they can request to meet with the class teacher to answer any questions or queries they have.

There is also a parent workshop held each term to keep parents informed and involved in all major curriculum and policy changes. Parents are also kept informed of changes to the curriculum as they arise via letter, newsletter and parent feedback groups.

# RSHE within PSHE

**Alexandra Park recognises that, as a school, we have a legal responsibility under the Relationships and Sex Education and Health Education (England) Regulations 2019 to provide comprehensive and inclusive relationships, sex, and health education to our pupils.**

Relationships education helps pupils learn the essential building blocks and characteristics of positive relationships, including friendships, family relationships, and relationships with other peers and adults. This education covers emotional, social, and physical aspects of growing up, helping pupils become well-rounded individuals.

It's important that children know the correct names for parts of their bodies, understand how their bodies function, and feel reassured that it's natural to be curious about their bodies. This knowledge will support their wellbeing and academic success in the future and prepare them for the RSHE curriculum in secondary school.

The goal of RSHE is to prepare children for the wider world, enabling them to live safely and discuss various sensitive topics, such as puberty, attraction, bereavement, illness, personal safety, and life changes. For primary school children, the curriculum focuses on relationships and health education, rather than sex education.



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# Progression



# Progression of Knowledge and Skills

Thematic units: Each unit represents a theme or a topic area that is revisited and expanded upon as students advance through the year groups

Progression across year groups: The thematic units are designed to build upon each other from one year to the next, ensuring that students deepen their understanding and skills in a structured manner

PSHE - skills progression grid




Transition - Belonging to a school community	Year-group	Relationships - Families and friendship, Safe relationship, Respecting ourselves,	Living in the wider world - Belonging to a community, Media literacy and digital resilience, Money and work	Health and wellbeing - Physical health and mental wellbeing, Growing and changing, Keeping safe.
(The value of rules and laws, rights, freedoms and responsibilities)	3	I can say what makes a family and the features of family life.	I can describe the values of rules and laws, rights, freedoms and responsibilities.	I can discuss health choices and habits, what affects feelings and expressing them.
Teaching the schools' rules, and expectations, Class expectations.	3	I can discuss personal boundaries and understand the impact of hurtful behaviour.	I understand how the internet is used, assessing information online.	I can express my personal strengths and achievements and discuss managing and reframing setbacks.
	3	I can recognise respectful behaviour and the importance of self-respect, courtesy and being polite.	I can discuss different jobs and skills, job stereotypes, and set personal goals.	I can discuss risks and hazards, find out about safety in the local environment and unfamiliar places.
	4	I can say what makes a positive friendship and families.	I can describe what makes a community along with shared responsibilities.	I can discuss maintaining a balanced lifestyle, oral hygiene and dental care.
	4	I can discuss how to respond to hurtful behaviour. I can manage risks confidentially online, while recognising these risks.	I understand how data is shared and used.	I can discuss how to keep safe in different situations, including responding to emergencies, first aid.
	4	I can respect differences and similarities, discussing them sensitively.	I can discuss how to make a decision about money including using and keeping money.	I can discuss what are medicines and household products including drugs common to everyday life.
	5	I can manage friendships and peer influences.	I can describe how we can protect the environment. I know how to show compassion toward others.	I can discuss healthy sleep habits, sun safety, medicines, vaccinations, immunisations, and allergies.

5	I can discuss physical contact and feeling safe.	I understand how information online is targeted by different media types (news, socials, forums etc)	I can understand what is meant by personal identity, along with recognising individuality and different qualities including mental wellbeing.
5	I can respond respectfully to a wide range of people recognising prejudice and discrimination.	I can identify job interest and aspirations, including influences over career choices, and Workplace stereotypes.	I can understand the physical and emotional changes in puberty including naming external genitalia, and personal hygiene routines and FGM.
6	I understand attractions to others. The idea of romantic relationships, civil partnership and marriage.	I can value diversity by challenging discrimination and stereotypes.	I can discuss what affects mental health and ways to take care. I can manage change, loss and bereavement and time online.
6	I can recognise and manage pressure and consent in different situations.	I can evaluate media sources by sharing things online.	I can understand human reproduction and birth. I can increase my independence and managing transition.
6	I can express opinions and respect other points of view, including discussing topical issues.	I can identify influences and attitudes towards money and financial risk.	I can discuss how to keep personal information safe. I know about regulations and choices about drugs, the law and the media.



# Progression of Knowledge and Skills

Each unit is supported with intended outcomes for the unit.

SUBJECT: PSHE		Year 4
TOPIC: Health and Wellbeing		
I can discuss maintaining a balanced lifestyle, oral hygiene and dental care. I can understand the physical and emotional changes including personal hygiene routines. I can discuss what are medicines and household products including drugs common to everyday life.		
Anchor Words 	Goldilocks Words 	Step-on Words 
Friendships Healthy Roles Follower Pressure Guilt Choices Lifestyle Balanced diet Carbohydrates Calorie Household product Medicine Allergy vaccine	Peer Pressure Anxiety Conscience Disease Blood pressure Vital organs Inappropriate Nervous Immune Bacteria Virus	Alcoholism Assertive Addiction Saturated fat Dose Caffeine Legal drug Alcohol Nicotine/tobacco
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>What is a healthy lifestyle (physical and mentally)?</p> </div>		

- Each unit starts with a baseline assessment.
- The children are introduced to the subject based vocabulary (which is progressive) and the enquiry question.
- Each child then answers said question, in pencil, with what they understand.
- This question is revisited at the end of the unit, using another colour where the children will add what they have discovered so it is easily identifiable.
- End of unit assessments are used to inform both teachers and parents reports.



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# Retrieval



# Retrieval -progression



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Someone who retrieval			
	Relationships	Living in the wider world	Health and wellbeing
Year Three	What does it mean to work cooperatively?	What do you need money for?	Can you list body parts?
	What does the word lonely mean?	What groups can you belong to?	Why is sleep important?
	What are personal boundaries?	How can you assess information online?	How can you manage a setback?
Year Four	What is respectful behaviour?	Name a job and the skill needed?	What is a personal strength?
	What makes a family?	What are rules and laws?	What could be a health choice?
	What does a positive friendship look like online?	How is data shared?	Name some risk and hazards in everyday life?
Year Five	How can you respect differences?	How can you keep money safe?	What drugs are used in everyday common life?
	What might be hurtful behaviour?	What makes a community?	What is meant by oral hygiene?
	What is meant by physical contact?	What dose the word aspirations mean?	Explain how you can keep safe in an emergency?
Year Six	What <u>is</u> the differences between the words prejudice and discrimination?	How can you protect the environment?	What is meant by personal <u>identity</u> ?

# Retrieval



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Each thematic unit starts with three retrieval questions. The reasons for this practice of recalling facts, concepts and thinking from memory is to enhance learning to strengthens the connections.

This practice also support addressing misconception.

<p>   <b>3</b> </p> <p>Can you list 3 body parts?</p>	
<p>  </p> <p>Why is sleep important?</p>	
<p>    </p> <p>How can you manage a setback?</p>	



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# Implantation

- sequence for teaching,
- diversity
- inclusion opportunities
- intervention details

# Implementation



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At Alexandra Park, children's wellbeing, happiness and safety are our priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE & RSHE curriculum focus on developing personal attributes including kindness, integrity, generosity and honesty.

As part of our PSHE curriculum, we include RSHE, making sure all our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives. According to government guidance, many schools are choosing to deliver RSHE as part of timetabled PSHE programme, with good outcomes. The RSHE programme is the final piece of our curriculum, intended to create fully rounded human beings.

Our curriculum is broad and balanced, ensuring that it:

Promotes the spiritual, moral, cultural, mental and physical development of our children.

Prepares our children for the opportunities, responsibilities, and experience they will face in life.

Provides information about being healthy and safe: both emotionally and physically (See Safeguarding policy for details of how disclosures would be dealt with)

Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

# Implementation



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In each planning sequence there must be:

- Speaking and listening/shared experience//hook so that no pupils are disadvantaged by their lack of experience of the world. **This can sit at different points within the sequence to best build on childrens knowledge and experiences of their own community and the world.**
- \*Vocabulary development so that children have an opportunity to share their vocabulary ideas and collect words/phrases from others to apply in their own language development.. **This allows the teacher to address where vocabulary is used inappropriately e.g to understand when to use language appropriately to prevent discrimination to others. This can be moved around the beginning of the sequence. Vocabulary development is ongoing and continuous.**
- \* There will be opportunities to develop pupils' vocabulary and knowledge of the key features of topics through modelling opportunities. It is expected that teachers use inclusive teaching strategies that increase pupil participation especially ensuring that the most vulnerable pupils are actively participating in the sessions), that these sessions are adapted to ensure that the modelling is closely linked to ensure that children are using vocabulary appropriately and in the correct context.. **The children are given the opportunity to practice and use the taught vocabulary to ensure new vocabulary is embedded.**
- \* Opportunities to share learning in order to create purposeful own experiences. **This can be in any form that encourages a celebration of success, an opportunity to perform, opportunity to present their work in different ways and opportunities to verbalise newly acquired subject specific/technical vocabulary. For example, art work, models, group presentations, presenting artefacts and peer group discussions.**



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# Inclusion opportunities

‘Writing it down’, is low on the priority list in PSHE. Progression of both knowledge and skills across the Key Stage is secured through verbal activities and role play. When written work is appropriate, it is accessible to all. PSHE is a reflective subject, encouraging children to develop their understanding through games, discussions, practical activities and songs. The aim of the curriculum is that children leave us as fully functioning, well rounded young adults.

# PSHE – Protected characteristics

## Protected Characteristics.



Protected characteristics are aspects of a person's identity that are protected under the Equality Act 2010.

This law makes it illegal to discriminate against someone based on these characteristics, helping to promote a fairer and more equal society.

Through parent consultation and child discussion the protected characteristics were adapted to meet the children's needs.

# PSHE – British Values

**Our Shared British Values**  
**I Really Do Matter**

What do I do if I don't think something is right or fair?  
How can I make a difference?  
Can I be friends with someone who doesn't believe the same things that I do?  
How can my voice be heard?  
What matters to me?

**I**ndividual Liberty

- I make the right choices
- I take responsibility for my actions
- I understand the consequences of my actions
- I manage risks
- I know how to exercise my rights and freedoms in an appropriate way

**R**ule of Law

- I value and understand the importance of rules and laws
- I follow school rules and understand why there is a consequence if I do not
- I understand that everybody is responsible for rules and laws
- I know rules are there to protect me

**D**emocracy

- I know I have a voice and my opinions will be heard
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**M**utual Respect and Tolerance

- I know my behaviour, actions and words can affect others
- I understand and respect that not everyone is the same as me and everyone needs to be treated as an individual
- I know that life is not the same for everyone
- I understand that people's faiths and beliefs are different and I respect that.

We follow The Department for Education (27 November 2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

We have a clear strategy for embedding these values.

Our purpose is to improve standards on pupil welfare, to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils.



# PSHE – British Values

- Through promoting British values:  
Pupils are expected to learn include:
- an understanding of how citizens can influence decision-making through the democratic process
  - an understanding that the freedom to hold other faiths and beliefs is protected in law
  - an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
  - an understanding of the importance of identifying and combatting discrimination.

**Our Shared British Values**  
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# PSHE – British Values

Promoting -British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes - school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

**Our Shared British Values**  
**I Really Do Matter**

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# PSHE – Non-negotiables – shared and followed by teachers.



PSHE (Personal, social, health and economic) education is an important and necessary part of all children's education. PSHE encompasses many areas of study. Where the class Teachers are best placed to understand the needs of their children and do not need additional central prescription.

To equip both staff and children Alexandra Park follows PSHE association with 1 decisions for support, using a thematic approach across the year groups. All lesson must ensure children have a sound understanding of risk, along with the knowledge and skills necessary to make safe and informed decisions.

Lesson must build on statutory content already outlined in the national curriculum, the basic school curriculum and statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Children must have opportunities to discuss and understand these areas of the PSHE curriculum.

\*At the start of all PSHE units, is a retrieval sheet which has three questions two taken from previous year groups and a final question to encourage and build on thinking.

\*The first session is books based using a knowledge mat. Followed by by Vocabulary sheet using the word aware format. Include on this is the key enquiry questions for the unit. The children will answer what they already know about the unit.

The enquiry question for the unit MUST be revisited at the end, using a different colour. This will give a clear, identifiable idea of knowledge gain form the unit and inform end of year assessment.

\*All lessons follow PSHE association with 1 decisions, for support.

\*All lesson must be evidenced either in topic books or class active learn book.

\*All lesson must have sentence stems to aid discussion to support spoken language.

\*PSHE lessons in topic books must have a clear TLC, taken from the medium term planning.

Expectation of standards are set the same as other lessons (English and Maths). All writing must follow the handwriting policy. All work marked and misconceptions addressed through either verbal feedback or RRI, which is stated on marking policy.

\*PSHE lessons in class active learn book must have a clear enquiry question along with how the children interacted with the session. achieve Our Best

PSHE active lessons to have a TLC and Date.

\*End of unit assessment must be evident in topic books, this follows the sequence of progress.

**Alexandra Park Junior School** Unit of Learning: Living in the Wider World Knowledge questions

What have I previously learned?

- Describe the values of rules and laws, rights, freedoms and responsibilities.
- Understand how the internet is used, comparing information online.
- Discuss different jobs and skills, job stereotypes and set personal goals.

**Sticky Knowledge**

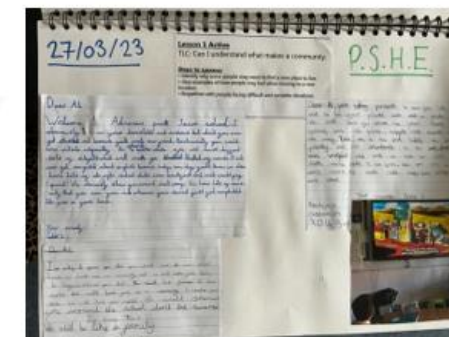
- Describe what makes a community.
- Understand what is meant by shared responsibilities.
- Understand how rules in shared and work.
- Understand how decisions about money are made.
- Start to understand how to look after money.

**Vocabulary - Goldilocks words**

Word	Definition
Shared	Working together and supporting each other for a shared outcome.
Community	The people living in one particular area.
Skills	Information, knowledge, skills or numbers related to be successful.
Always	Every, or every time that we need to buy something.
Sigh	Not in danger.
Assess	If there is a risk that you make about something.

**Principle to help me in my learning**

SUBJECT: PSHE		Year 4
TOPIC: Health and Wellbeing		
I can discuss maintaining a balanced lifestyle, and hygiene and dental care.		
I can understand the physical and emotional changes involving personal hygiene, medicine.		
I can discuss what are medicines and hazardous products including things common to everyday life.		
Anchor Words	Goldilocks Words	Step-on Words
Freshness Healthy Risk Pollution Process Safe Clean Lightbulb Balanced diet Carbohydrates Lemon Household product Medicine Mince Service	Fun Process Anxiety Crustless Easier Most common What you're Inappropriate Mince Expense Rubbed View	Alcoholics Anxious Addition Saturated fat One Cigarette Legal drug Alcohol Nutritionist
<div style="border: 1px solid black; padding: 5px; text-align: center;">             What is a healthy lifestyle?              (physical and mental)?           </div>		





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# Impact -spotlight system

# Impact



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‘There is a clear expectation that all classes are making progress towards achieving age related expectations. All objectives used in TLC and S2S must be taken from Target Tracker to support accurate assessment and develop children’s understanding of grammatical terminology. Progression of both knowledge and skills across the Key Stage secures pupils’ understanding of the key objectives, as well as promoting independence. We believe that our writing curriculum lays solid foundations for our pupils to build on as they move in to Key Stage 3.

Impact will be measured through ‘spotlights’ three times a year which will include :-

- book scrutinies
- planning scrutinies
- learning walks
- lesson observations and pop-ins
  - staff and pupil voice
- data analysis (4 times a year)



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Examples of progress across  
the key stages

# Examples of progress across the key stages –Relationship (Years 3-6)



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Coming Soon

Examples of progress across the key stages – Living in the Wider World  
(Years 3-6)



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Coming Soon



Examples of progress across the key stages – Health and Wellbeing (Years 3-6)



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Coming Soon

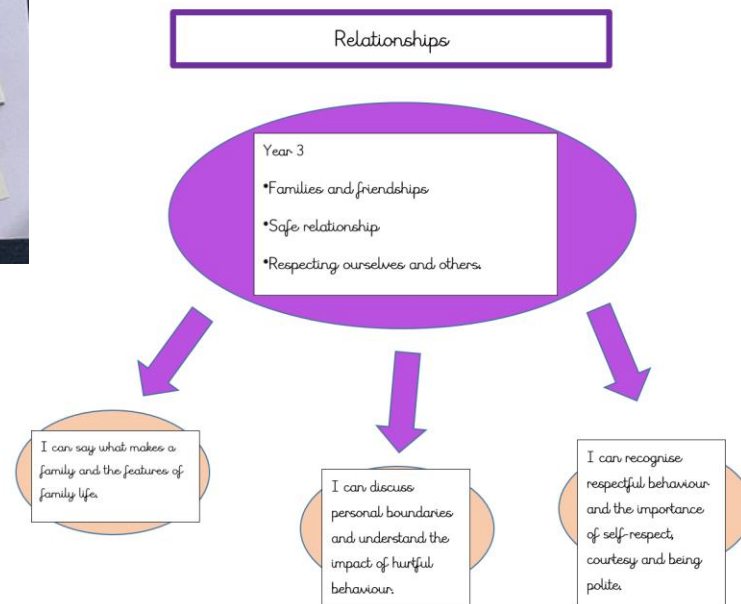


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Active learning and oracy  
-examples of what the  
curriculum looks like in each  
year group.  
-Pupil voice.



# PSHE in year 3



Relationships are ... family, mum, dad and brothers and sisters.

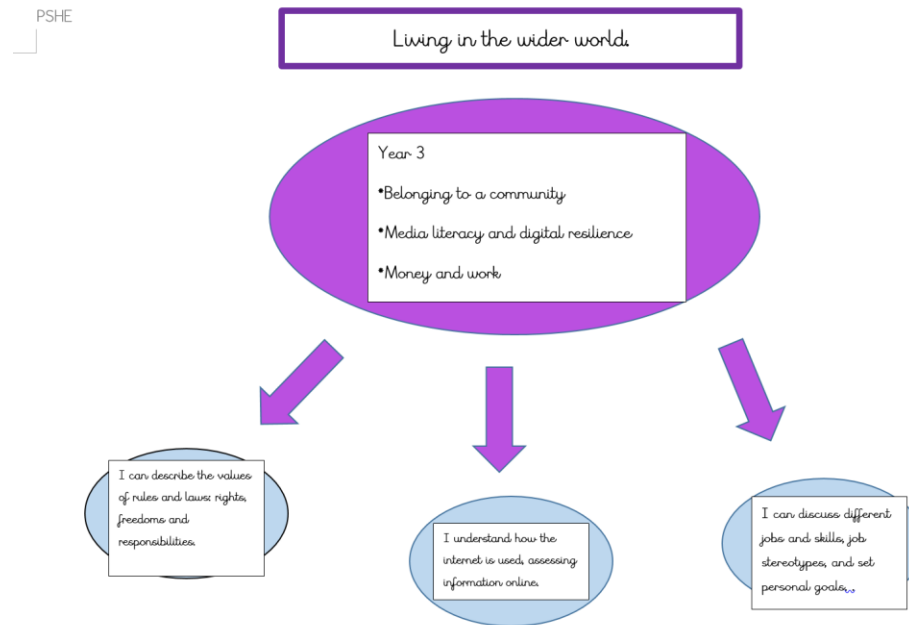
Each year group has the overarching components driving the topic forward



# PSHE in year 3



PSHE



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Concepts, Components, Composites

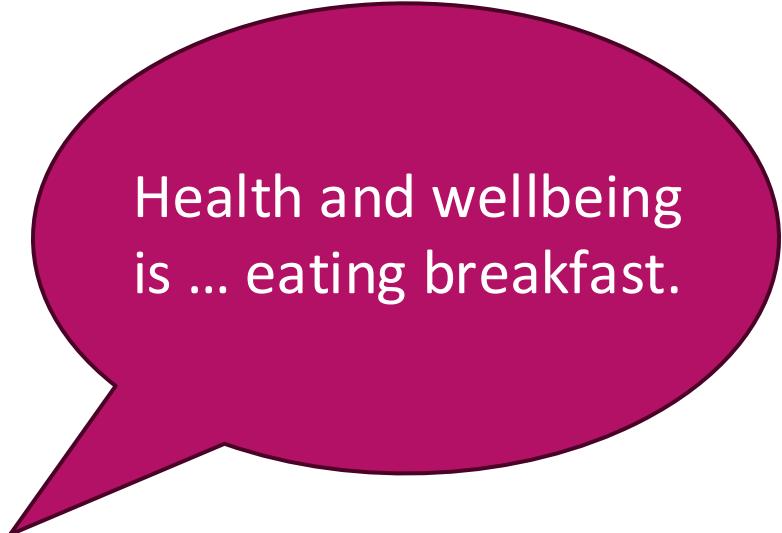
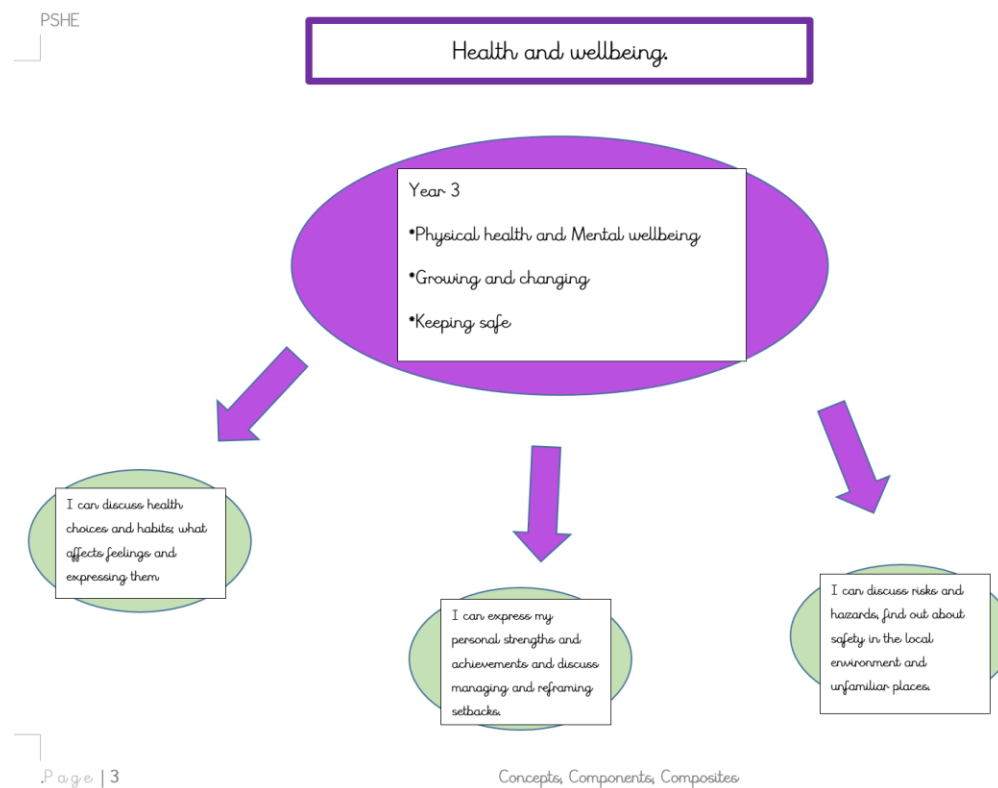


Living in the wider world is ... respecting people around you.

Each year group has the overarching components driving the topic forward



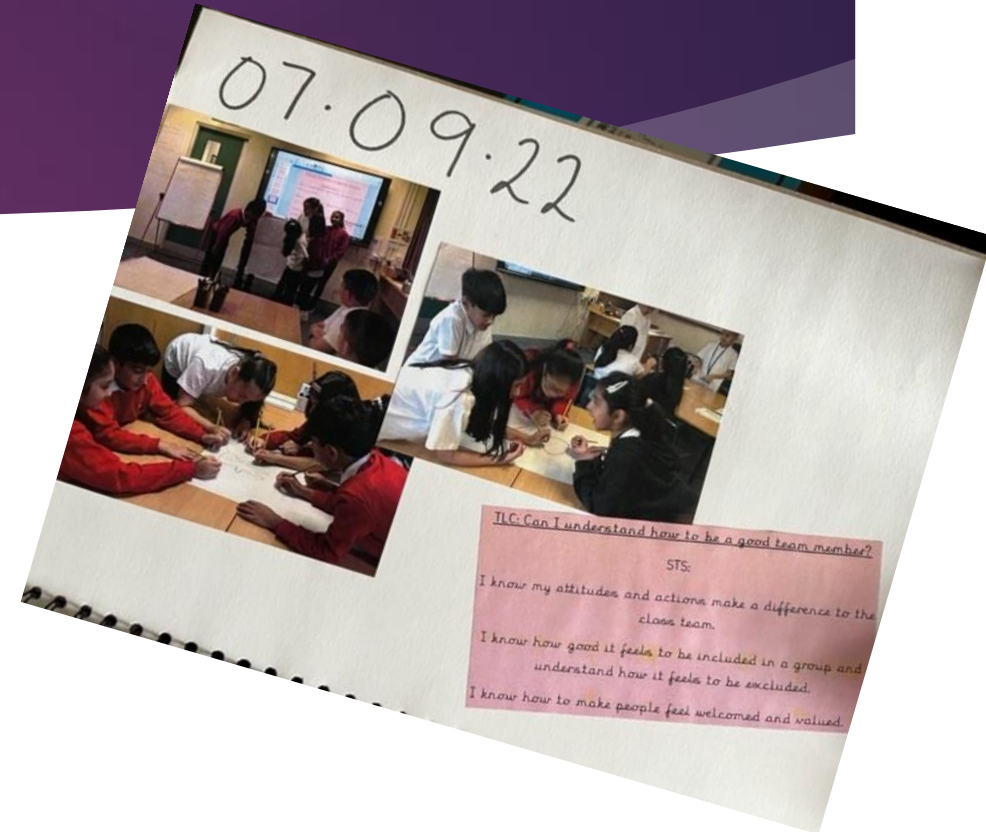
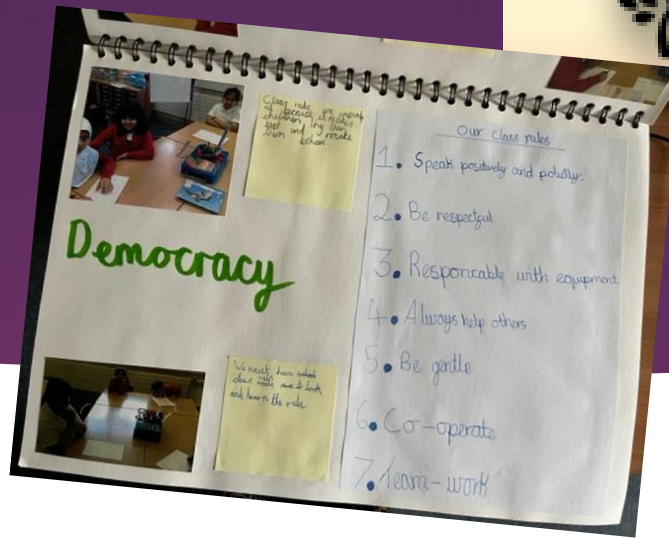
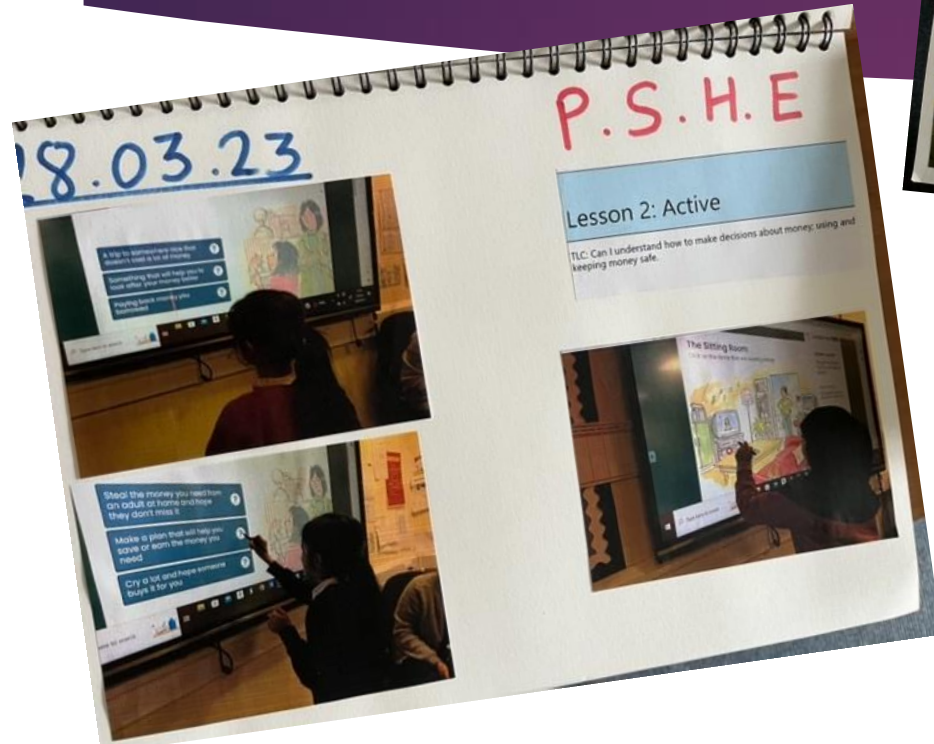
# PSHE in year 3



Each year group has the overarching components driving the topic forward



# PSHE in year 4



## Relationships

Year 4

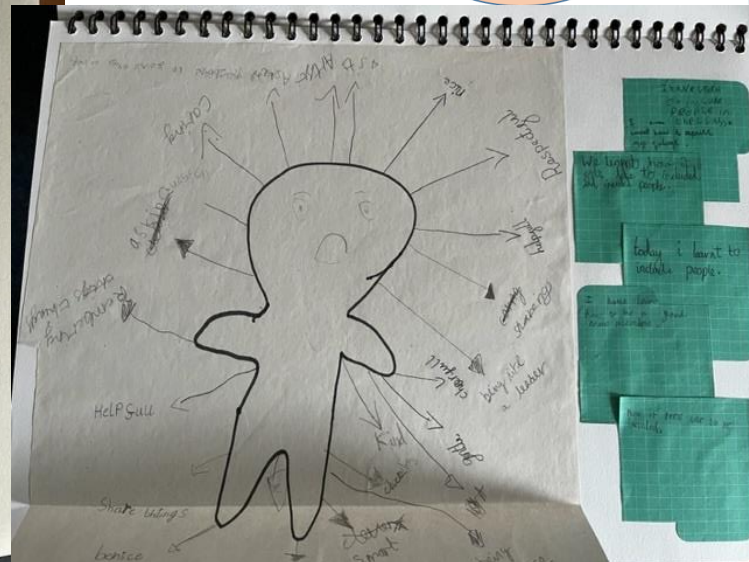
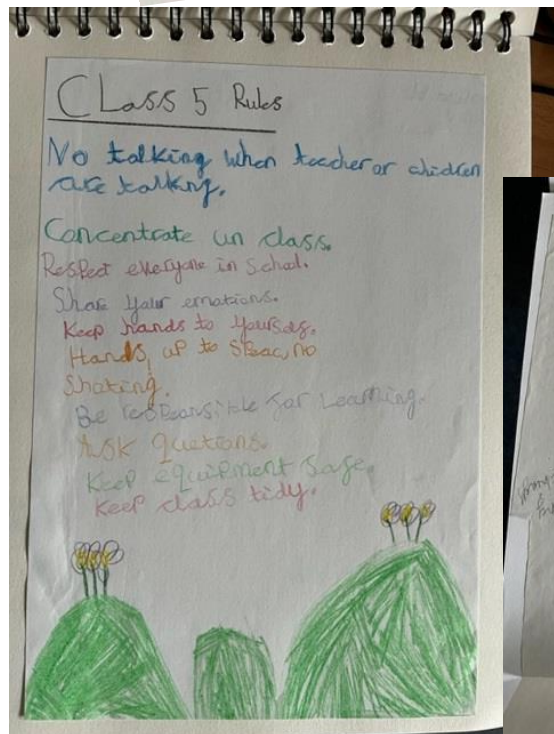
- Families and friendships
- Safe relationship
- Respecting ourselves and others.

I can say what makes a positive friendship and families.

I can discuss how to respond to hurtful behaviour. I can manage risks confidentially online, while recognising these risk.

I can respect differences and similarities, discussing them sensitively.

Concepts, Components, Composites

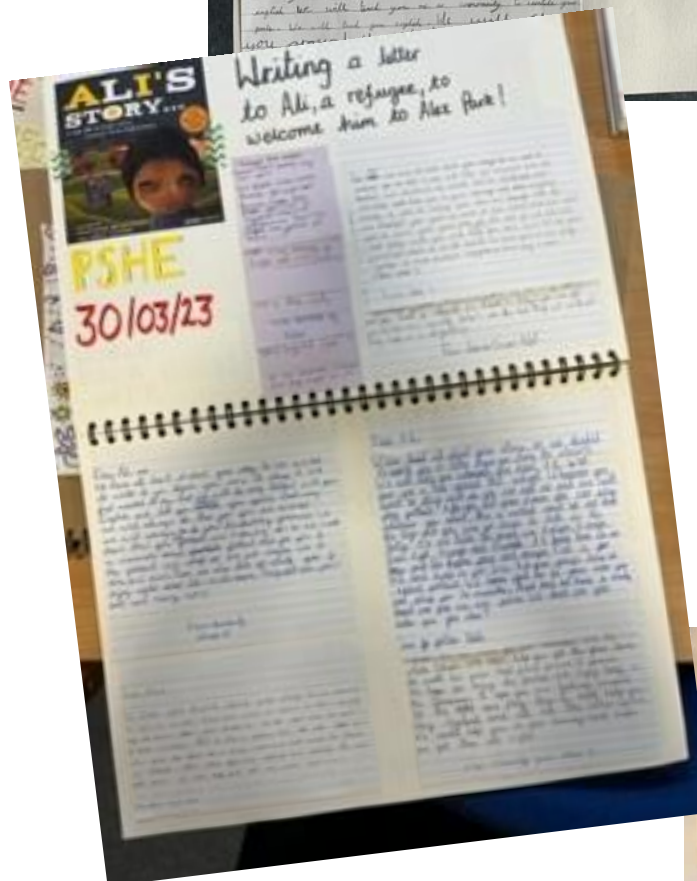
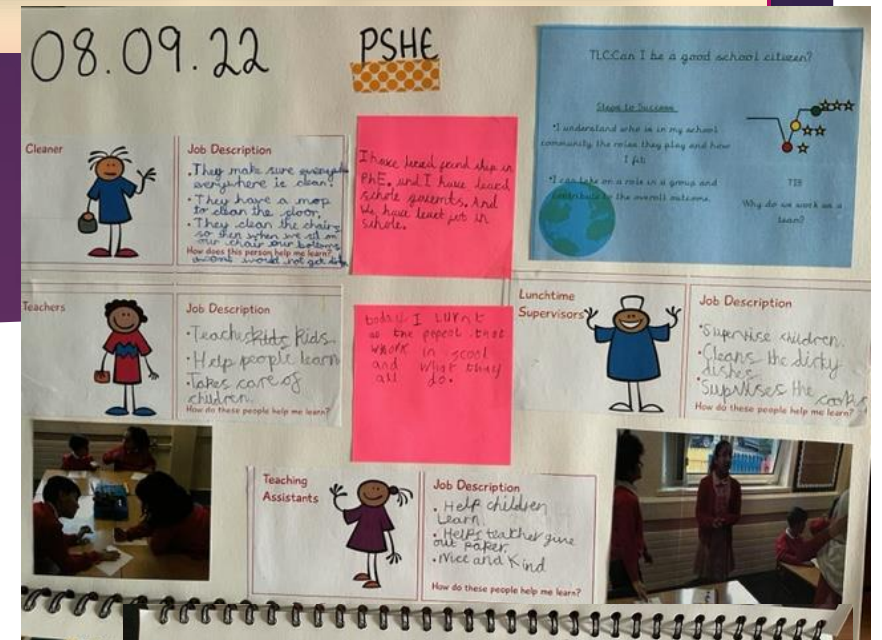
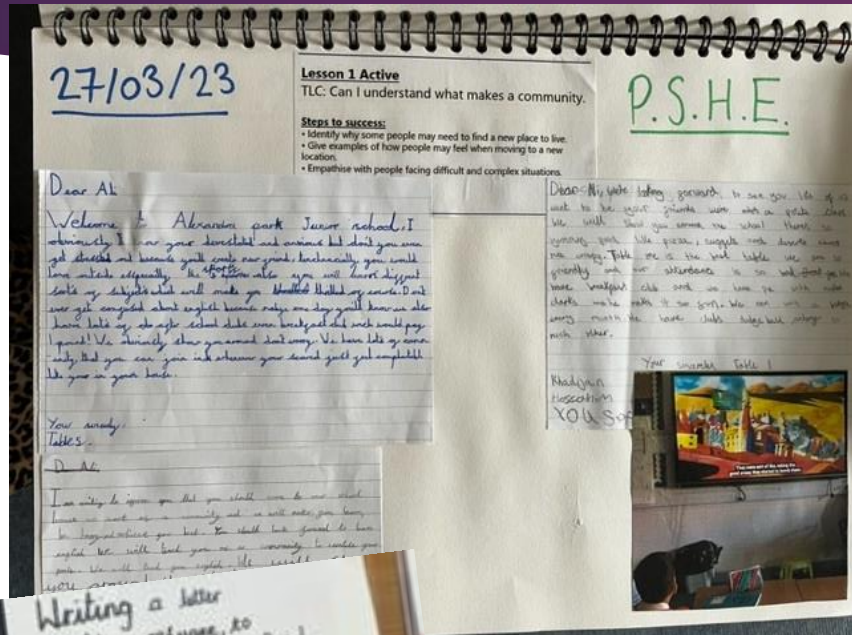


Relationships are ... understanding class rules.



Alexandra Park Junior School

# PSHE in year 4



Living in the wider world.

Year 4

- Belonging to a community
- Media literacy and digital resilience
- Money and work

I can describe what makes a community along with shared responsibilities.

I understand how data is shared and used.

I can discuss how to make a decision about money including using and keeping money.



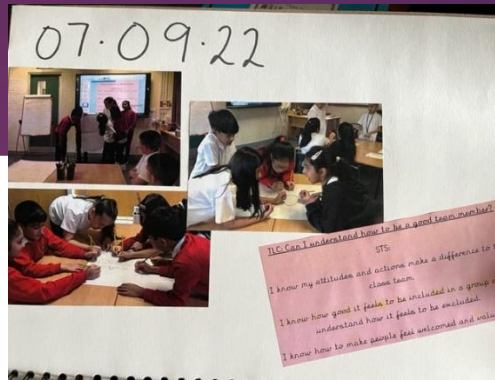
Living in the wider world is ... knowing what job I would like to do when I am older.



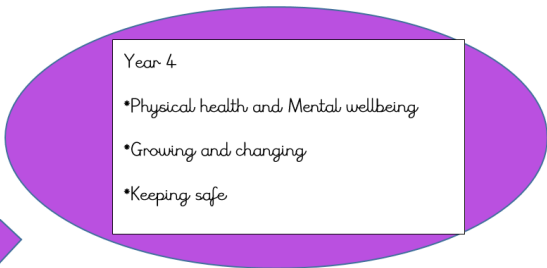


# PSHE in year 4

Positive Sharing talking about my favourite topic being kind taking turns thinking about others	Negative Bullying Being selfish Arguing all the time Dadling lies getting my friend into trouble Not listening
Positive Sharing, talking about my favourite topic, Being Kind, Taking turns, Thinking about others,	Negative Telling tales, Being selfish, Not listening, Talking all the time, Arguing all the time, Stealing, Bullying,



Health and wellbeing.

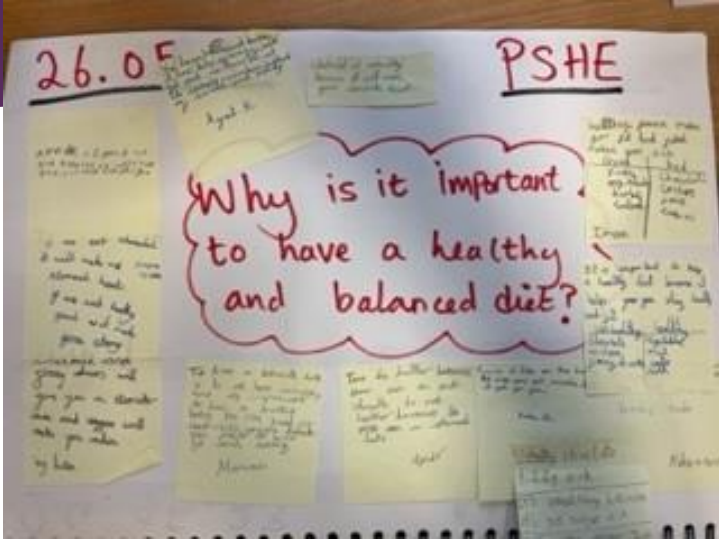


I can discuss maintaining a balanced lifestyle, oral hygiene and dental care.

I can understand the physical and emotional changes in puberty including naming external genitalia and personal hygiene routines.

I can discuss what are medicines and household products including drugs common to everyday life.

Health and wellbeing is ... knowing what is a balanced diet.

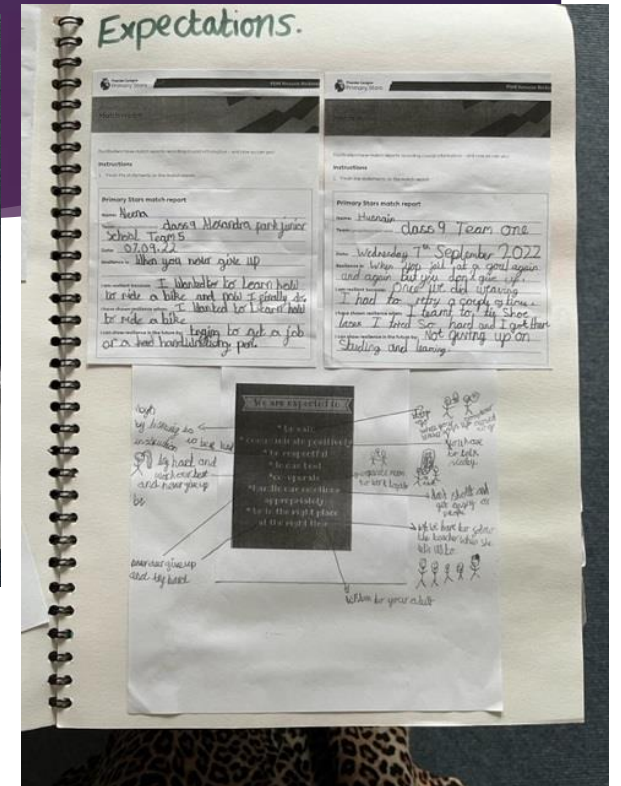
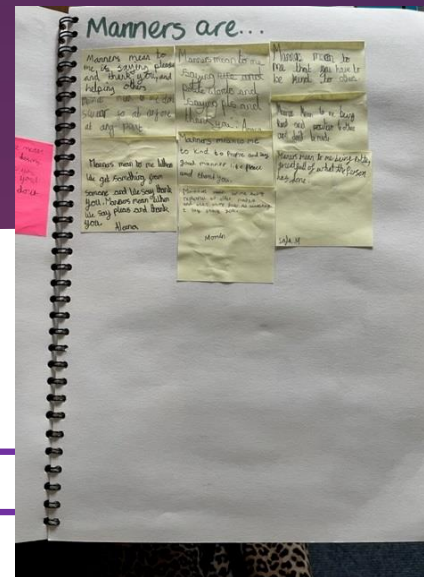
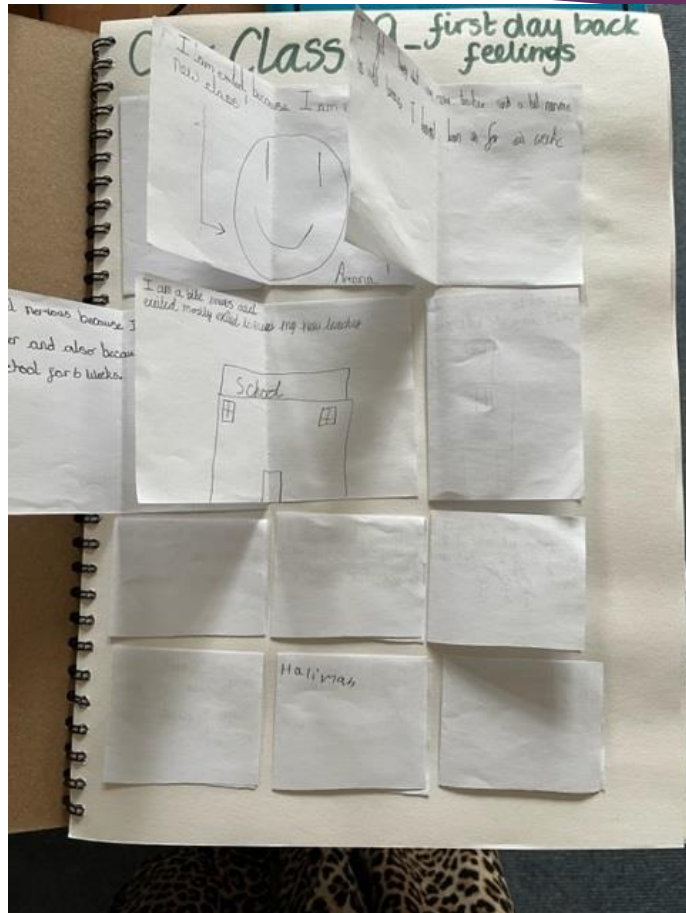


Concepts, Components, Composites



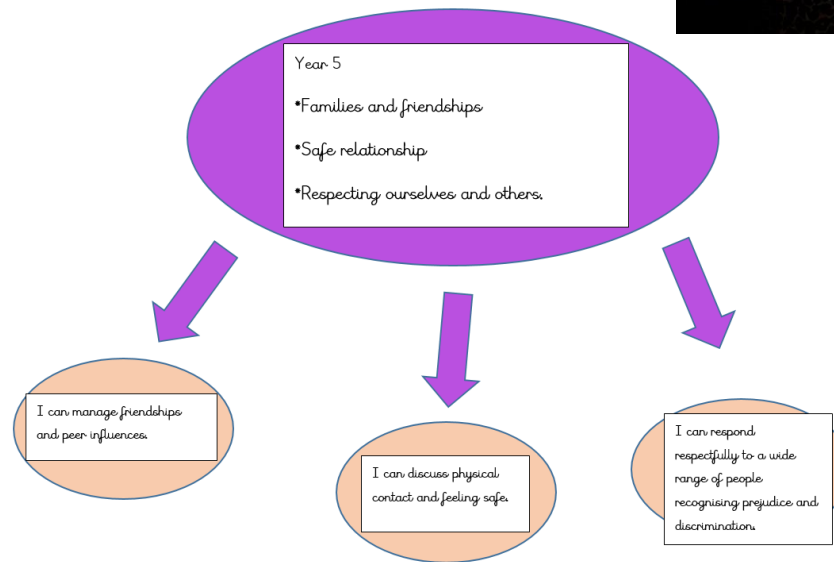


# PSHE in year 5



PSHE

## Relationships



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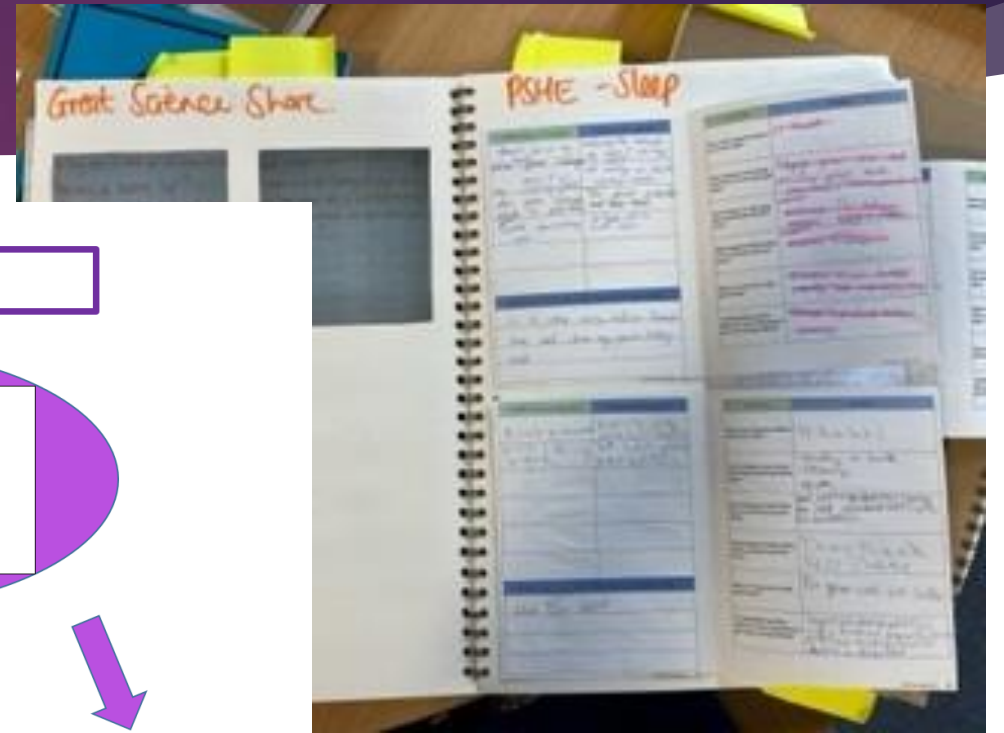
Concepts, Components, Composites

Caring means ...respecting personal space.



Alexandra Park Junior School

# PSHE in year 5



Living in the wider world.

Year 5

- Belonging to a community
- Media literacy and digital resilience
- Money and work

I can describe how we can protect the environment. I know how to show compassion toward others.

I understand how information online is targeted by different media types (news, socials, forums etc)

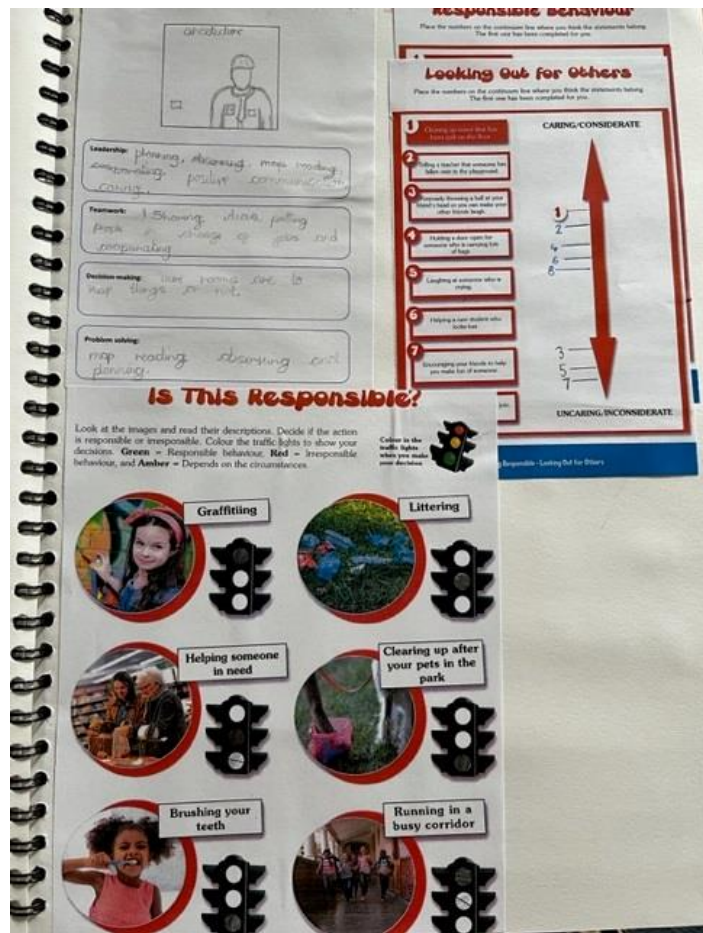
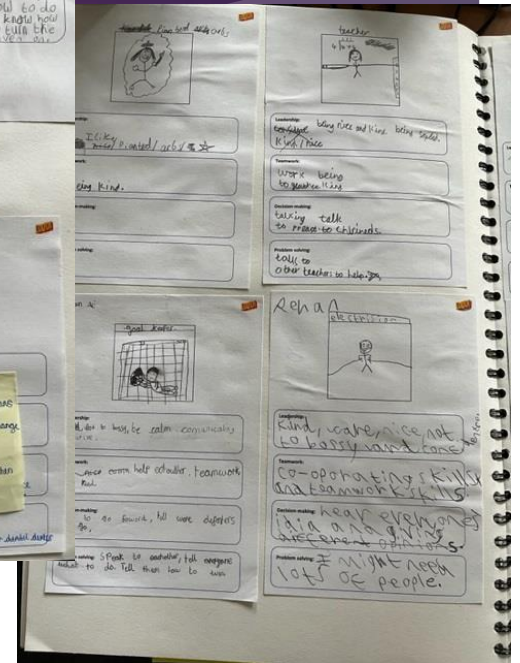
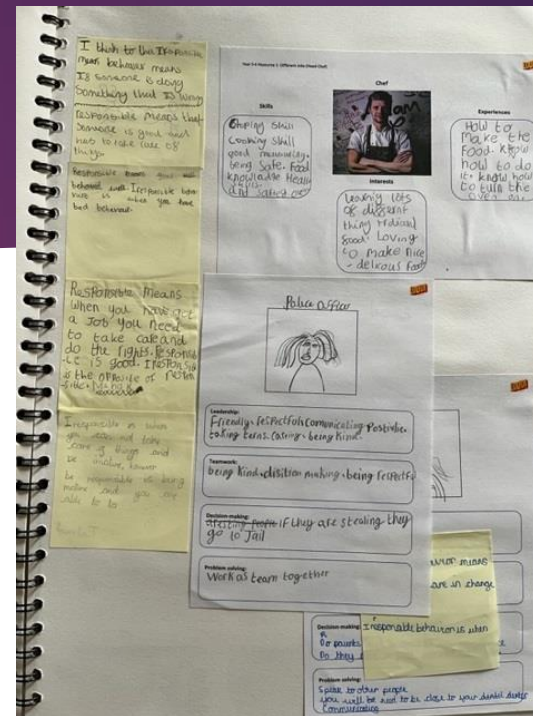
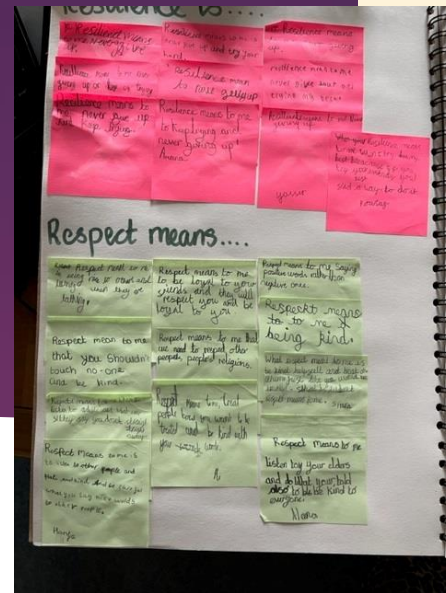
I can identify job interest and aspirations. Including influences over career choices, and Workplace stereotypes.

Living in the wider world is ...understanding how to keep safe online.



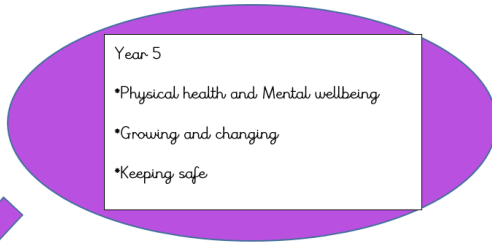


# PSHE in year 5



PSHE

## Health and wellbeing



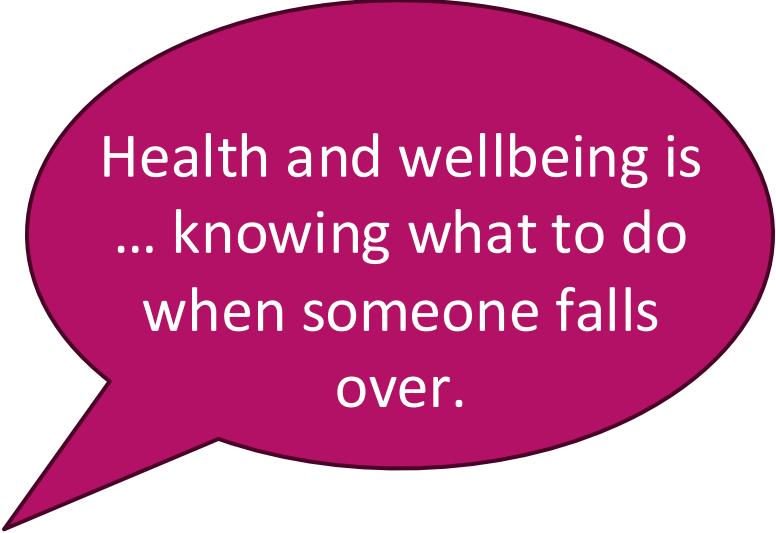
I can discuss healthy sleep habits, sun safety, medicines, vaccinations, immunisations, and allergies.

I can understand what it means by personal identity, along with recognising individuality and different qualities including mental wellbeing.

I can discuss how to keep safe in different situations, including responding to emergencies, first aid and FGM.

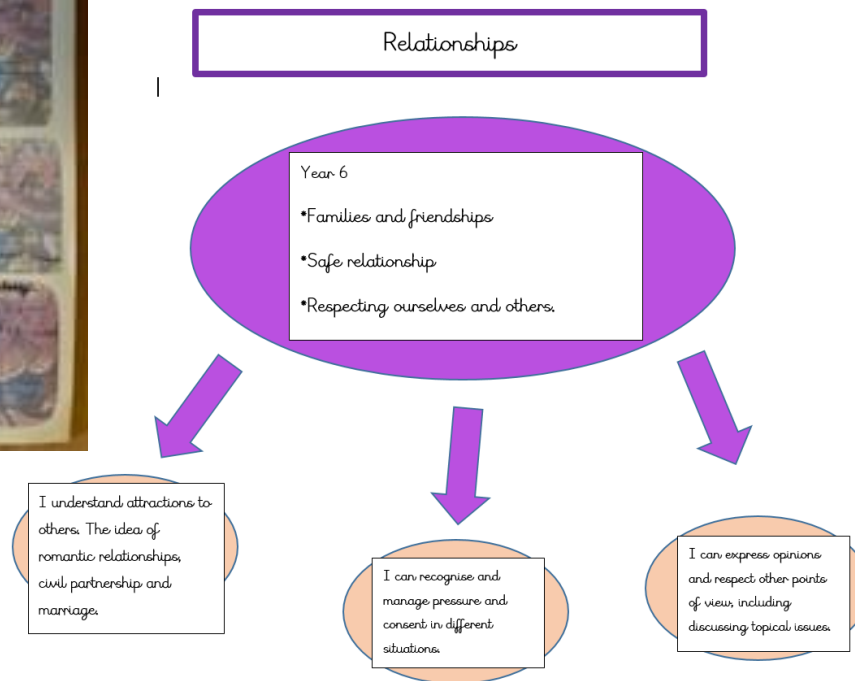
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Concepts, Components, Composites





# PSHE in year 6



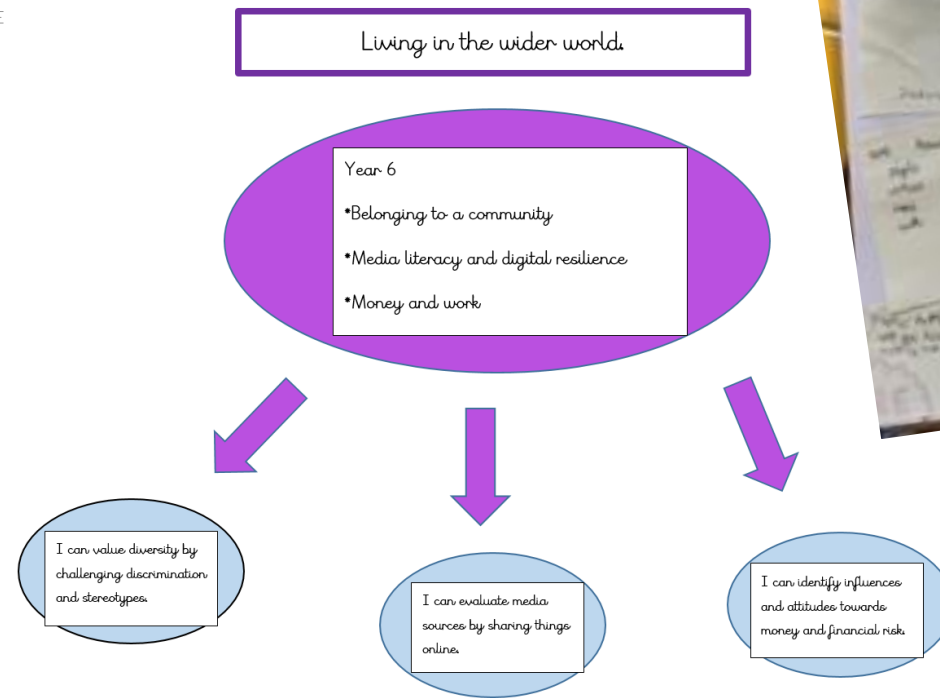
A relationship is ...respecting others.



# PSHE in year 6



PSHE



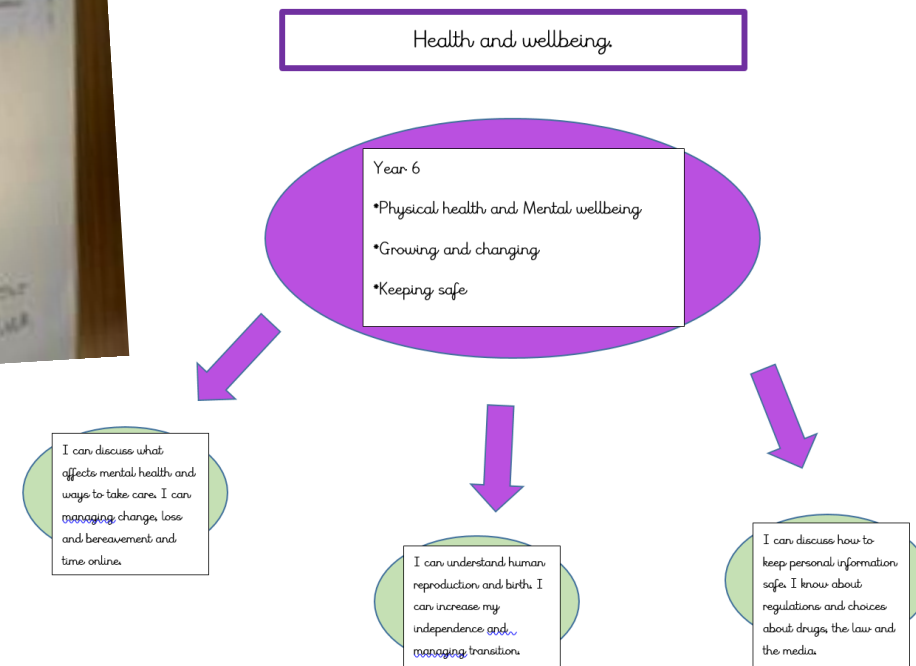
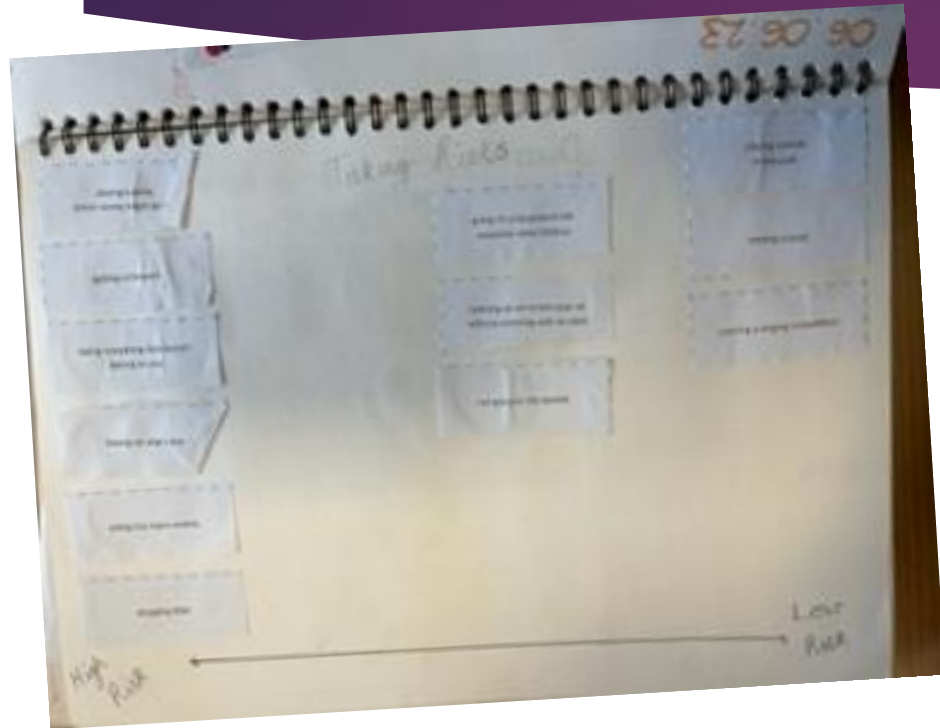
Page | 2

Concepts, Components, Composites

My wider world is ...  
understanding what are  
our rights and how can we  
show belonging.



# PSHE in year 6



Mental health is ... taking care of your brain.



*Alexandra Park Junior School*

# Displays

# Displays



Alexandra Park Junior School



Every year group has an RE/PSHE display which displays the British values which is embedded through both these topics. Each class has an PSHE/ RE display. Prompts, word mats, vocabulary boards and shared writing is added throughout the teaching of a unit.



Children can then use this wall as reference to further develop their understanding. Expectations and standards are set to the same high expectations throughout Alexandra Park.







*Alexandra Park Junior School*

# Enrichments opportunities



Alexandra Park Junior School

# PSHE – Building relationship across the community and British Values

Miss Booth  
Alexandra Park Junior School  
May 5



Year 3, Mrs Seabright and our midday supervisors enjoying the picnic

Miss Booth  
Alexandra Park Junior School  
May 5



I hope you all agree our hall looks amazing for the Coronation picnic



Class 11 did exceptionally well performing the choral speaking poems at Queen Elizabeth Hall!! We are all proud of you!!



Good evening everyone.

After such an amazing time at Greengate the lovely and welcoming community.



Miss Booth  
Alexandra Park Junior School  
Apr 25

Just a reminder that at 2pm today Miss Powers has invited parents in to discuss PSHE

Translation viewed by 1 parent

13 likes 1 comment 202 views

Like Comment



We are blown away by the generosity of the Greengate Mosque who has raised £500.00. Thank you so much you made us feel so welcome, we loved meeting you all and had a lovely time x

Good afternoon, Keep up to date with Alexandra park PSHE and RSE curriculum. We are having a 'come and chat' afternoon. Join us at 2pm on 25th April.

Translation viewed by 1 parent

14 likes 3 comments 214 views

## Celebrating and leaning about British values across our community. This is shared across our school Dojo site.

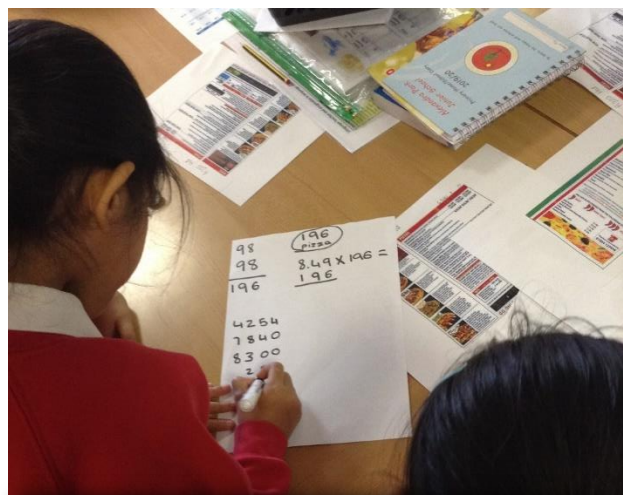
Our Aspirations Day event is a chance to support all children in thinking about their goals.  
our amazing range of inspiring visitors , who aim to inspire our children.



1. All photos from Aspirations Day.

# Cross Curricular Learning

PSHE is not solely taught in PSHE lessons. There are opportunities to cover this material across the curriculum.



Maths Day –  
Money Matters



European Languages Day –  
MFL & Geography



Show Racism The Red  
Card Football  
Tournament - PE

Armistice  
Day –  
History &  
English



Holocaust Memorial Day -  
History



# Assembly Provision

Our assembly provision compliments our curriculum, supporting the development of pupils outside the classroom. We have been very fortunate to have a wide range of visitors as well.



Local MPs



Local Mayor



Local charities



Inspirational speakers



Sporting legends



Stacey Copeland visit

# Wider Community

Our children's learning is visible in the good they do in the local community



Taking the knee against racism.

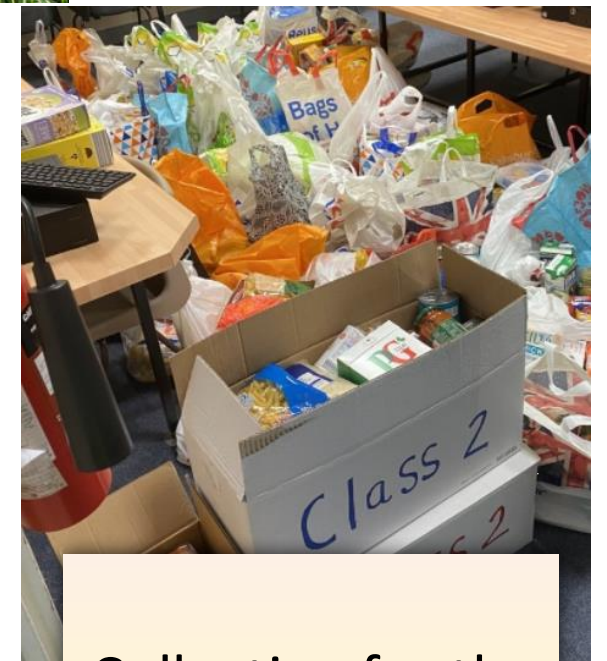


Pebbles in the park for the pebble trail.

NHS Thank You Posters



Banners for the local care home.



Collecting for the food bank

Our range of assemblies has developed knowledge and inspired our children.

Our Topics:  
Number day – Maths  
Safer Internet Day  
World Book Week  
Science week  
Comic week  
Mental Health  
Earth day  
French day  
Neurodiverse  
Vocabulary Parade  
Diary of a disciple  
Spelling bee  
Protected Characteristics



Resilience  
Anti hate  
Foodbank  
Remembrance Day  
Children in Need  
Human rights  
Dragons Den  
Hanukah (Judaism)  
Year 3 – Production  
Hogmanay – Scotland  
Water Safety  
Fasting all faith  
Choral Speaking  
Year 6 production

1. All photos from assemblies..

# Whole School Events

The profile of PSHE is raised in school on a regular basis through a variety of whole school events.



Armistice Day



Anti-Hate Week /  
Peace Week



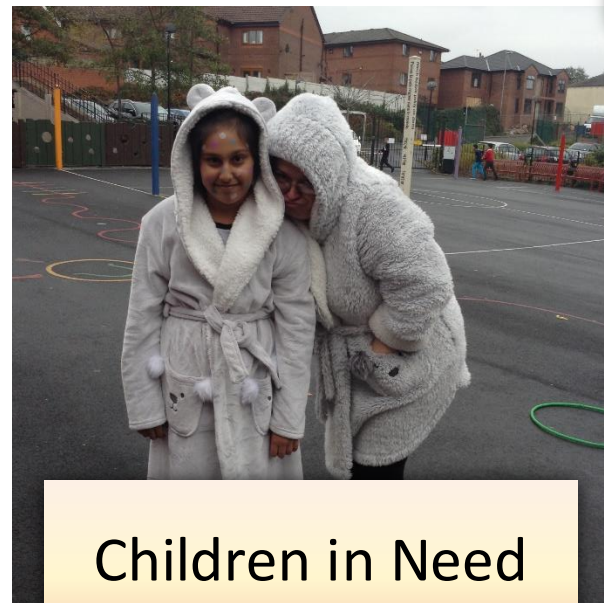
We love Manchester



Bikeability



Red Nose  
Day



Children in Need



Dragons Den



Odd Socks Day  
(Antibullying Week)





# Our next steps

- Embed knowledge / vocabulary./assessment across the school to ensure consistent assessment across the school.
- Develop teacher knowledge through one-to-one planning time with PSHE lead. to build teacher knowledge and confidence of subject.
- Continue to build relationships with parents through PSHE workshops and termly meetings.
- Develop after school provision to support PSHE e.g. First Aid Club, Mindfulness etc